questions to create stimulus for writing . The commenting nature of the blog comes very handy.

- sacrifice some of your time daily on search for novelties which sound exciting for Generation Z and they will read them willingly. You can also use social sites such as Face book or Twitter for the purpose.

- encourage your students to post their homework on the blog instead of only handing it in to the teacher.

Anyway never forget that blogs reach their target on condition that students develop a habit of using them for interaction. Otherwise neglected and abandoned weblogs have all the chances to become a reminder of the experiment failure. Be cool, face the challenge and welcome to free blog hosts which include Live Journal, MySpace, Blogger, and Facebook.

УДК 311 111:378.1470913
Direct and indirect approaches to business correspondence

Храмцова М.В
Белорусский национальный технический университет

One of the tasks set before any business English teacher is to help students master writing letters, memos, e-mails and so on.

There is one point of great significance whether you write letters, memos or e-mails. You need to know for sure, if your message is to be well-received or it is one that may cause resistance or «ill-will» of some kind. Thus you should consider with the student group what is called a direct and an indirect approach to business correspondence such as letters, memos, and e-mails, especially ones that convey bad news.

*The direct approach i*mplies no resistance or negative response, when you simply confirm an employment contract or agree to the deadlines of a project. It usually does not involve any problems as your audience is neutral or positive about the content of the message. With the direct approach, the main idea comes to the «top» of the document. This is a deductive argument. The «up-front» arrangement is very convenient, it saves time and makes the rest of the report easier to follow or sometimes scan. This type of message is easy to compose. It usually includes a kind of a brief introduction which represents a straightforward statement of the main point of the message, accompanied by some necessary details, say payment or shipping time, cost and etc. If it is a formal report, the direct approach requires a summary of your key findings, conclusions, and recommendations.

The direct approach also produces a stronger effect on the respondent. You sound confident when you state your conclusions clearly at the top.

The indirect approach is used when your business correspondence contains «bad news» of some type-a rejection to a request, a report on a failure of some kind or if your audience is skeptical or hostile. To illustrate my point one should refer to real life situations when you are forced to bring bad news orally you would hardly go to the family to announce about a disaster of some kind. You would rather invent something to mitigate the blow a bit.

The indirect approach is supposed to delay strategically the bad news until your respondent is ready to accept it and respond to it positively. It is a more sophisticated task and will call for more strategic thinking. In the indirect approach, the evidence is presented first, leading therefore to the main idea. This is an inductive argument. For example, in such cases, you may present your complete findings and discuss all supporting details before presenting your conclusions or recommendations. The indirect approach gives you a chance to prove your points and gradually overcome your audience's resistance. This way you state implicitly you've considered all the evidence objectively without being judgmental about the facts. You also imply that your audience is capable of making own conclusions provided with all the evidence.

One should be careful with the length of message when applying direct or indirect approach. Generally speaking, the indirect approach seems less efficient with longer message and harder to follow than a direct one. Actually businesspeople often combine both approaches.

Writing business messages can be presented to students as a Three-Step Process. Students are certain to appreciate this practical, three-step strategy as it provides a solid foundation for solving communication problems and creating efficient business correspondence. It is applied to short messages (letters, memos, and e-mail, to reports and proposals, presentations and also to employment messages.

*The first step is about planning. It incorporates a*nalysis. The students are taught to study their purpose and profile their audience.

*The second step concerns writing. It is about o*rganizing. The students are instructed to define their main ideas, to minimize the scope, to group their points, and choose the direct or indirect approach.

The third step is about completion. It includes evaluation of the content and checking readability, and clarity of the message. Students should use effective design elements and suitable delivery methods. They should also check virus protection and keep it up to date. Sending or posting a file that contains a computer virus is rude.The teacher should explain clearly the real possibilities of letter, e-mail or any other form of business communication, and teach them how the commonplace tool can be developed into a living business-builder with the right skills applied.